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ABSTRACT

Service-learning is a pedagogy that combines community service with academic instruction, focusing on critical, reflective thinking and civic responsibility. This guide is designed to foster the development of service-learning programs at community colleges and presents experiences, ideas, and lessons learned from existing programs. First, reasons for supporting and developing service-learning programs are presented, indicating that such programs meet the community college mission, help develop student self-esteem, and build relations with the community. Programmatic, administrative, and financial strategies are then presented for developing and sustaining service-learning programs. Next, brief descriptions are provided of 19 exemplary practices or beneficial outcomes from existing service-learning programs. Practices described include techniques for forming student connections, evaluation methods, faculty mini-grants, course development methods, efforts to ensure academic integrity, the formation of community partnerships, service scholarships, a faculty institute for program development, involving faculty in community service, community service to enhance career exploration, and the use of service-learning modules that are independent from courses. For each practice, a contact person, organizational address, and electronic mail address are provided. Finally, five resources are presented for raising funds. (HAA)

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ED 405 043

# BUILDING SUSTAINABLE PROGRAMS

## A Guide To Developing & Maintaining Service-Learning At Community Colleges

Campus Compact Center for
Community Colleges

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**Mission.** The Campus Compact Center for Community Colleges has a dual mission: First, it serves as a national advocate for community colleges in service-learning to sustain service-learning as a national movement. Second, it serves member organizations and others in the promotion and implementation of community service as a means to improve teaching and learning to the ultimate benefit of students and the communities in which they live.

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# BUILDING SUSTAINABLE PROGRAMS

A Guide To Developing & Maintaining
Service-Learning At Community Colleges

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# BUILDING SUSTAINABLE PROGRAMS
## A Guide To Developing & Maintaining Service-Learning At Community Colleges

## *Prologue*

*Welcome to the world of Service-Learning, a pedagogy combining community service with academic instruction, focusing on critical, reflective thinking and civic responsibility. Service-learning builds on two key premises:*

> *Experience is important to learning: internships, c o - o p s , practicums, and field work attest to the value of experience; Social problems seem, at times, to be overwhelming and concern everyone.*
>
> *Service-learning provides an approach to community issues. It has the unique ability to help students focus on specific learning that occurs in courses. At the same time students are providing service to the community, thus, indirectly contributing to the common good.*

*Service-learning is a "work in progress." There is no definitive model of service-learning. Thus, this guide is offered as a collection of experiences, ideas, and lessons learned from a variety of institutions. It is hoped that it sparks your creativity, energizes your soul, and provides enough grounding so that you may chart the unknown waters of your community and your students. Our democracy was founded by such pioneers. If we are to retain that democratic spirit we need to, once again, embark on that voyage and become pioneers in our modern-day lives.*

## WHY SERVICE-LEARNING AT COMMUNITY COLLEGES? AN OVERVIEW OF THE CONNECTION BETWEEN SERVICE AND HIGHER EDUCATION

Service-learning represents one of the most powerful teaching tools available in today's higher education arena, and the history of community colleges provides a sound basis for involvement in and leadership for the current service-learning movement. Community colleges not only respond to their communities, most times they are intrinsically intertwined. If an institution can possess empathy for the heartaches and needs of a community - that institution is the community college.

Reasons for supporting service-learning:

**Meets the mission of the community college.** The community college has and always will respond in a proactive manner preparing others for successful futures that benefit the individual and the community.

**Links coursework to real world experience, career exploration and employment.** Service-learning links academic studies to professional development and community awareness in a way that is meaningful to students. Often, students are uncertain of their career path or lack employment skills that can provide the competitive edge and service-learning works to meet these needs.

**Helps to develop self-esteem and confidence.** Often, attending class does little to raise self-esteem. Providing the opportunity to serve as a mentor at a public school or work with senior citizens at a nursing home often enables students to discover that their efforts and skills are appreciated.

**Builds relations with the community.** Colleges reach out to the community through placement of students in schools, agencies, and philanthropic fund raisers. Issues critical to local residents such as gangs, school delinquency and environmental concerns are supported through institutional resources. The collaborative nature of service-learning builds trust and commitment between the college and community.

**Creates a connection between personal development and civic responsibility.** During this time of civic disconnection, service-learning is an excellent tool for helping students to recognize the importance of community attachments and responsibilities. Through this form of learning students can develop an ethic of service, coming to understand the importance of playing a role in the growth and development of society.

## STRATEGIES FOR DEVELOPING AND SUSTAINING SERVICE-LEARNING PROGRAMS:

When developing a service-learning program there are many constituencies and barriers that need to be addressed. As programs have evolved, there have been three key areas which have provided an approach for development and success: Programmatic, Administrative, and Financial.

### PROGRAMMATIC

Community colleges face many challenges when desiring to implement change - comfort with the known, reluctance to move in a different direction, institutional inertia, and limited resources. Therefore, each campus must develop a multi-track strategy of programs and activities specifically designed to deal with the concerns of four key groups: (1) the faculty, (2) the students, (3) the administrators, and (4) the community.

**The Faculty.** As with any aspect of teaching and learning, faculty support and involvement is critical. Consider the following list of available strategies for gaining faculty support.

- Develop a relationship with the campus faculty development office and work together regarding workshops, presentations to specific faculty groups (departments, disciplines, etc.), and the rank and tenure process.

- Seek out the advice and involvement of specific faculty members (tenured, respected, Senate members, etc.) regarding the use of service-learning.

- Establish a physical presence which provides essential information (syllabi, key text books, journals, and articles) explaining the philosophy and defending the academic integrity or service-learning.

- Recognize current faculty members who involve their students in service. In the early stages of program development, do not be judgmental of whether or not faculty involvement meets the exact criteria for service-learning. Build on the strengths and efforts of faculty and work to develop strong involvement and interest.

**The Administrators.** Campus administrators form the group which must plan key interactions. Examine the internal geography of the college and identify who are the key players with regard to decisions affecting policy and resources. This group varies from institution to institution but invariably includes both formal and informal processes - learn them

all. Building strong relationships requires time, energy, and patience. Strategies for working with the administration include:

- The administrations role should be one of support for service-learning and not actually managing the program.
- Realize that administrators work from an institutional perspective and must see a connection between service-learning and the future of the college.
- Administrators are tremendous resources for seeking directive guidance on how to make service-learning central to decision-making functions on campus.

**The Students.** The complexity of student lives and schedules demands that the service-learning program provide a wide range of placement sites with flexible hours and multiple locations. Also be aware of the critical need for effective student orientation to service-learning and to the placement site. If possible, resources should be invested in the development and publication of a student handbook with clear guidelines, procedures, and useful information. Programming must include, effective support activities for students including such items as phone contacts within the first two weeks of placement, reflection meetings throughout the term, and recognition events to highlight student achievement.

**The Community.** When planning activities with community partners, remember the academic anchor. Service-learning is more than community service and an agency's understanding of this plays a pivotal role in student learning. Four essential activities can help emphasize the academic roots of service-learning.

- The program director must dedicate one-to-one time with agency supervisors and representatives.
- Develop a thorough agency handbook including a written memoranda of agreement outlining responsibilities.
- Engage agencies on the campus each semester via agency fairs and workshops.
- Encourages agencies to write student job descriptions.
- Develop instruments and share evaluation/satisfaction data. Evaluation must be reciprocal to measure the level of student learning and community needs that are being met.

Finally, when visualizing activities to keep all four groups supportive and active, remember the following:

1. Think strategically from the very start.
2. Do not be afraid to dream big dreams.
3. Actively seek out the input and advice of key people in all four areas.
4. Plan comprehensively for each year and include on-going evaluation from the beginning.
5. Recognize and use key assets: students, faculty and community voices.
6. Spend wisely - overinvest time in people who share a common vision and spend resources for the benefit of many.
7. Document and communicate experiences.
8. Be willing to learn from mistakes. Invest in ideas and enjoy the excitement of trying to learn in better ways.
9. Commit to excellence and always demand academic integrity.

## ADMINISTRATIVE

Developing a service-learning program that will eventually become self-sustaining requires strong institutional and administrative support. To administer a service-learning program at a community college one must be flexible, collaborative, and a true believer in the process. The needs of the community and structure of the program will vary in every community. However, the one constant in every model must be a belief in the impact of service-learning for communities, students, and the campus.

**Be realistic.** What is possible? Every campus has a unique personality and focus. Be cognizant of the campus culture at all times. When dealing with administrative concerns it is essential that a realistic attitude be maintained by all involved regarding what can be accomplished at different levels of development.

**Be nervous.** What will happen? How will service-learning change the dynamics of the campus? From an administrative view this is a chief issue. Be willing to identify problems and seek solutions. Address the campus strengths, weaknesses, opportunities, threats, supporters, and legal issues. What will be the faculty response? Who can become part of a core group to assist in developing the program? Is it manageable? What will be the funding base? How will service-learning effect credit loads? Who will be responsible?

**Be aware.** What does service-learning mean to the institution? Does the addition of a service-learning program open doors for the institution? How will power structures on campus change? Change is often threatening, how will that be addressed? A recipe for failure involves ignoring the college as a whole.

**Be flexible.** What will change because of service-learning? Be willing to accept mistakes and failure, change strategies, and constantly revise the program. Be willing to allow students to take on a leadership role in developing the program.

**Be focused.** What is the common goal of service-learning and the constituents (campus, community, faculty, students, administrators)? Do all participants understand service-learning? Create an environment that allows questions, discussion, analysis, critique, and an active exchange of ideas. An administrator must enlist the energy of others and a commitment to the vision in order to develop service-learning. To build a sustainable, healthy program those working in the administration must create a sense of understanding across the campus. It is imperative for the campus to have ownership and a clear view of the future.

**Be prepared to address questions and concerns.** When building a base of support for service-learning and encouraging participation, there are a number of questions that are often asked or raised as issues for campus and community members. The following is a list of many of the questions generally asked:

1. Is this really my job?
2. Do I have the knowledge to do what I need to do?
3. Is this just another trend?
4. Am I being used for someone else's agenda?
5. Can we make it work?
6. Who gains from a service-learning program?
7. Does this make us a better institution?
8. How will we be able to sustain such a program?
9. When is someone going to ask my opinion?
10. Where will this take us by the year 2005?

**Develop a program strategy.** Creation of a new system means change for everyone. Within the college community who will be connected to the program? The following are some ideas that have worked at campuses when setting up a service-learning program at a community college.

- Ask the president to write a policy statement regarding the program. What does he/she want to happen?
- Have an open meeting for those who are interested in service-learning. Form a steering committee from this group and have them develop a schedule with clear goals.
- Invite faculty and staff to vote. Give the entire campus a chance to be involved by choosing from a list of three or four options on implementation.
- Have a contest. Challenge the campus to develop a definition of service-learning. Offer a prize such as an extra vacation day or something equally valuable.

**Define the roles of community and power.** Perceptions, values, desires, and history are all going to come into play when defining roles. Many institutions with established service-

learning programs found that one of the biggest problems in the early stages was duplication. Duplication of site development, curriculum, training, and community interaction. More often than not, the old idea of sharing seems to be as valuable as any other. How are roles defined? Other schools have found success by trying one of the following approaches:

- At a required faculty/staff meeting provide a list of what needs to be done to set up service-learning at the institution. Make the list complete. Even have a few dreams. Do not let the meeting disband until the work is divided.

- Everyone is asked to submit an anonymous one page explanation of what they fear will happen with the addition of a service-learning component. After the information is tabulated a campus-wide meeting is held to deal with the specific concerns identified.

- The president directs the departments to create a brief, overriding policy and curriculum statement that will be used by all.

- In-service sessions were used as training times for faculty and staff dealing with service-learning.

**Build Bridges.** Do not make service-learning a secret. Do not fall into the trap of being political or mysterious. Colleagues in the field recommend looking for trouble up front and bringing problems out into the open. Use the first year as a first step. Build upon each new class and community event. Keep solid records and look for allies.

## FINANCIAL

Financial strategies employed for both building and sustaining programs will rely heavily on the traditions and culture of the community college, the values of faculty and administration, relationships with communities being served, and the role service-learning plays in student learning. Strategies for financing service-learning programs in community colleges will range from self-supported efforts to an externally funded approach. Most colleges will be somewhere along this continuum of fiscal alternatives.

**Self-Supported.** The development of programs largely utilizing internal resources of the college is a strategy, perhaps a commitment, by more than one community college.

An example building of a service-learning program through internal efforts is occurring at Chandler-Gilbert Community College. The effort to build a viable service-learning activity started in the classroom by faculty and was supported by student activities. Even though Chandler-Gilbert had a small $5,000 grant to help focus and strategically plan, there was a campus-wide effort by the deans of student services, instruction, and administration to reallocate resources in order to support faculty, staff, and students in daily ongoing routines and for faculty

training. Most importantly, 25% to 40% of a student activities manager's time is devoted to service-learning activities.

**External Funding.** Among the external funding approaches to build programs are the following possibilities:

- Seed money grants, usually below $10,000, can be accessed through the American Association of Community Colleges, the Corporation for National and Community Service, Campus Outreach Opportunity League, or Campus Compact, to develop projects that are consistent with the culture and values of the community college.

- Jump-start grants, usually over $15,000 for projects, often take a much longer period of time to bring to fruition.

- Pilot project grants, of variable dollar amounts, the result of which will validate the potential and opportunity for further development.

- Foundations, provide grants of all sizes. Meet with the development officer on campus to identify local, state, or national foundations which may be interested in supporting service-learning with the support of the college.

**Sustaining Programs.** Securing resources to sustain a service-learning program becomes either an act of internal (re)allocation within a college or an effort to augment community college funds with external resources. Strategies for creating programs that are institutionally self-supported include:

- Release time and/or dollars for a faculty member to provide ongoing leadership and responsibility for service-learning, similar to faculty leadership for honors program.

- Assignment to job placement (or similar office) the facilitate the nurturing and maintaining of a manageable number of external service sites.

- Allocation of student activities fees to support student project coordinators who would assist faculty with ongoing procedures.

- Continued support from many areas of the college, including student activities, learning center, security, and the student volunteer coordinator.

- Tuition fees for service-learning courses re-directed for operational expenses of a service-learning program.

**Augmenting college funds.** Assuming that the community college will provide a percentage of total resources (a third to a half) a plan to build external funding streams should

consider multi-year strategies including different sources. Excellent resources to help formulate plans include: *National Service Resource Guide: Strategies for Building a Diversified Funding Base*, 1994, Corporation for National Service and *Discover Total Resources: A Guide for Nonprofits*, 1995, Mellon Bank Corporation.

**Expanding programs with community partners.** As a means to expand programs, consideration should be given to supporting partnership-building strategies to help community partners strengthen their ability to raise funds and build long-term support with communities.

## EXAMPLES, MODELS, AND BEST PRACTICES FOR SERVICE-LEARNING

The following service-learning examples and anecdotes illustrate strategies that can help sustain programs. Listed below is a check list based on the anecdotes shared by people in the community college service-learning network:

- Encourage faculty participation through stipends to help with curriculum development.
- Build a regional network of like-minded educators whose ideas can strengthen the program.
- Provide technical assistance through mentors, faculty teams, or peer advice via electronic communication.
- Identify a faculty coordinator to ensure the academic integrity of courses with service-learning components.
- Dare to dream of ways to incorporate service-learning into nontraditional courses.
- From the beginning, build in an evaluation of service-learning outcomes.
- Conduct faculty workshops and seminars to stimulate interdisciplinary projects.
- Make the most of existing community relationships to build collaborative projects, to identify new service placement options, or to establish service scholarships.

Sometimes service-learning has an impact that was never planned, reminding practitioners of the power of personal connections and how they can change the climate within the community. The following examples and anecdotes should provide some ideas for implementing and maintaining service-learning activities.

**Student Connections.** In the mountainous rural communities of Central Appalachia in Eastern Kentucky, Prestonsburg Community College (PCP) has developed a network of over 50

agency placement sites including school-based family resource and youth service centers, and senior citizen centers to address pressing educational, parenting, childcare and elderly support needs. The program's success stems from the opportunity for students to engage in service projects that directly effect the communities-often great distances from the college--in which the students live and raise families. Students empowered by their service-learning experiences are teaming with the project director and community leaders to form a foundation for organizing school success and readiness in K-12 schools. Building K-12 and college coalitions to empower students and community members of all ages, the PCC students are becoming the central point around which unmet needs are being addressed. As one student said, "We know the needs of our communities, because we live there, and often we know the needs that are not readily apparent to the agencies serving the people." At Prestonsburg, Community College students are becoming the grass roots network for change!

**CONTACT: Carol J. Mulling, Ed.D., Director of Service Learning Program, Associate Professor, Psychology, Prestonsburg Community College, One Best T. Coms Drive, Prestonsburg, Kentucky 41653; phone: 606-297-5017; e-mail: cmull0@ukcc.uky.edu**

**Evaluation.** Miami-Dade Community College (MDCC) instituted an on-going college-wide evaluation of service-learning outcomes from the onset of the service-learning initiatives, collecting data on various aspects from involved persons at all levels. Data included demographic data from approximately 600 students, number of hours of service, types of services, etc. All service-learning faculty contributed formative data (classroom research) related to their own service-learning courses. Evaluations were gathered from all faculty training sessions, workshops, and meetings. Finally, an extensive qualitative research study (consisting of 40 open-ended interviews) were conducted to look at the impact of service-learning on students, the institution (faculty and administrators), and the community (agencies). Critical Lesson: By building in diverse and extensive evaluation of outcome measures from the very beginning, MDCC was able to make evaluation an integral part of the overall service-learning initiative and garner faculty interest from the onset and value the academic integrity of service-learning.

**CONTACT: Sharon B. Johnson, Miami-Dade Community College (Kendall Campus), 11011 SW 104 Street, Miami, Florida 33176, phone: 305-237-2276**

**Faculty Mini-Grants.** In order to promote service-learning at Miami-Dade Community College (MDCC), nine demonstration projects were supported by mini-grants of $2,000. These projects were conducted at all five campuses in multiple disciplines during the 1995 Winter term. More than 600 students participated, contributing over 16,000 hours of service to the community in the areas of public safety, education, human needs, and the environment. The outcomes and impacts of the projects on the students, faculty, institution and community are being evaluated and the results will be utilized to further promote the full integration of service-learning into the curriculum and the continued program improvement. The offer of financial support motivated

faculty to learn about service-learning, commit, and develop innovative applications which might otherwise have not occurred. The funds not only supported and rewarded the major efforts to restructure curriculum, but more importantly, allowed faculty to obtain resources for students and partner agencies to effectively impact the community and learn from their experiences.

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**Course Development.** Brookdale Community College (BCC) offered mini-grants to faculty interested in infusing service-learning into the curriculum of new or existing courses. Members from faculty, administration, student activities, community agencies and students helped to design the proposal, review the applications, and select those to be awarded the mini-grants. Emphasis was placed on "teams" working together within as well as across disciplines. A day-long faculty retreat stirred up a lot of discussion, curiosity, and requests by faculty to learn more about service-learning at BCC and around the country. The process resulted in two new courses adding a service component: Leadership and Introduction to Women's Studies. Four mini-grants were awarded to members of the English team, Allied Health team, Criminal Justice team, and a Political Science team, bringing the number of courses containing a service component to 32 and number of participating faculty to 47.

**CONTACT: Linda Mass, Director of Service-Learning, Brookdale Community College, Newman Springs Road, Lincroft, NJ 07738, phone: 908-224-2572, fax: 908-224-2580**

**Academic Integrity.** A critical issue for all service-learning revolves around how to guarantee that the academic reward and evaluation connects to an academic product and not a service fulfillment. In short, the completion of the hours of service simply does not make a student eligible for a grade, it must be based on demonstrated learning such as written or oral products. One successful approach to ensuring the integrity of scholarship involves a designated faculty coordinator (60% release time) who reviews service opportunities to ensure curricular appropriateness and provides on-going technical assistance for both agency personnel and college faculty. The faculty coordinator conducts specific skills workshops for faculty throughout the year addressing curriculum revision, reflection strategies and evaluation procedures among other items, and also meets routinely with groups of agency representatives to educate them to service-learning and to certify service opportunities. Faculty respond positively to a colleague who answers key questions, provides encouragement, and validates the risks of using service-learning. Agency personnel appreciate having a professional colleague who engages them in both scholarly and practical dialogue regarding their agencies. However, the ultimate beneficiaries are the students who receive quality instruction and learning both inside the traditional classroom walls and on-site with the community. Finally, the college and the academy benefit from a focus which assures the institutional and individual integrity of the magical teaching/learning relationship.



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**Community Partnerships.** In the suburbs of Washington, DC, nursing and allied health students are collaborating in a Mobile Nurse Managed Health Center to provide health care services to high risk, vulnerable, underserved populations. The cornerstone of the project is partnerships with local health departments, universities, non-profit agencies and private corporations, established with an eye toward sustainability. It is a win-win situation for everyone--a need to provide service-learning opportunities for the college's nursing and allied health students met the community health care needs of the elderly, children, and chronically ill adults. Successful partnerships are key: (1) local universities provide their students primary care and community health learning opportunities, while allowing community college students to collaborate with different members of the healthcare team; (2) private corporations receive positive public relations and expanded business opportunities for employers and additional funds for the college program; (3) a local non-profit health agency gain staff for a new mobile health unit and provided the college access to a state-of-the-art mobile vehicle to move about in the community.

**CONTACT: Dr. Evelyn Atchison, Program Head, Nursing, Northern Virginia Community College, 8333 Little River Turnpike, Annandale, VA 22003, phone: 703-323-3140, fax: 703-323-4576**

**Service Impact.** Nine Central Community College (COCC) students provide 100 hours per week in an Enrichment Room, where they serve 85 percent of a local grade school's 531 children. The Enrichment Room provides an atmosphere of unconditional support for creativity, as youngsters choose among many ever-changing projects, from tracking their baseball card's value on a computer spreadsheet to building a spaceship replica and planning an imaginary space trip. "We simply couldn't do this without our COCC partner students. They make this room work," says the principal. One success story involved a little girl who was a victim of sexual abuse at the age of 4; since that time, she had spoken only a few words and never to her peers. A COCC service student in charge of a new drama group invited the little girl to take the part of the Wizard in *The Wizard of Oz*. The COCC mentor had no idea of the background of the quiet little girl, but explained that the Wizard was very shy and spoke from behind his "masks." The regular teacher and counselor, realizing the miracle of Oz, were brought to tears watching the child reading lines from the play.

**Service Scholarships.** Eagerly committed to a new start and with a new GED and $200 in hand, "Joel" was devastated by the news that his financial resources were insufficient to cover even his books. Although his earlier school career had been distinguished by nonparticipation, he was excited at the prospect of an offer of one-year tuition in return for 225 service hours. This case represents a distinct opportunity offered by service scholarships--a new avenue to assist

students whose needs may not be met through typical financial aid. It also represents a new partnership to support the tentative student, the one who comes to higher education with little success history and few working tools. It is a proven fact that most Joels will not succeed to degree or certificate attainment unless they become connected to the institution. A peer team, all working on a recycling education project, helped Joel develop his skills, find new tools, improve his spirits, and literally saved him from returning to a path of long-term failure. Recently, Joel commented, "I'd do this even without the scholarship. It's the best thing that has ever happened to me cause as I do waste audits, I know why geometry is meaningful. My team and my work at the Environmental Center keeps me going and I know I'll finish my degree."

**CONTACT: Marilyn Karnopp, AmeriCorps Project Director, Central Oregon Community College, 2600 NW College Way, Bend, OR 97701, phone: 503-383-7591, fax: 503-383-7580**

**Faculty Institute.** With a goal of establishing a faculty-driven service-learning program, Kapi'olani Community College (KCC) ran a week-long service-learning institute. Fifteen faculty worked with 20 KCC students, the writing-across-the-curriculum systemwide faculty, and 15 agency representatives to develop comprehensive service-learning statements for course syllabi, and a service-learning opportunities handbook. Participants were exposed to a multicultural service-learning program that is exploring Asian-Pacific conceptions of service and providing opportunities for students to work across cultures and across generations. Service-learning is being integrated into remedial, developmental and college-level English courses-with a strong application of reflective writing-as well as into anthropology, sociology and psychology, Asian philosophy, medical ethics, nursing and respiratory care courses. The program is student-focused, faculty-driven, and administration-supported.

**CONTACT: Robert Franco, Professor of Anthropology Kapi'olani Community College, 4303 Diamond Head Road, Honolulu, HI 98616, phone: 808-734-9518, fax: 808-734-9828, e-mail: bfranco@uhunix.uhcc.hawaii.edu**

**Networking.** A statewide service-learning networking initiative continues to be a successful part of the service-learning program at Alpena Community College (ACC). ACC's coordinator, along with an education professor at Central Michigan University, have given and continue to plan presentations and workshops for several other Michigan universities and community colleges to build statewide support for the service-learning concept. For ACC, having a national grant and offering to share this information continues to generate a considerable amount of interest in its program.

**CONTACT: Julie Smigelski, Service Learning Coordinator, Alpena Community College, 666 Johnson Street, Alpena, MI 49707, phone: 517-356-9021, x373; fax: 517-354-6997, email: jsmigels@edcen.ehhs.cmich.edu**

**Faculty Service As Orientation.** The service experience included in Hocking College's Faculty Service-Learning Seminar was particularly successful. During a six-hour training session, faculty went to a nearby senior citizen residential center where they served and ate lunch with the residents, and conducted oral history interviews. The initial discomfort of a few faculty was a valuable lesson about how their students might feel as they approach a new service experience. The sense of satisfaction after completion of the project was also instructive for faculty. At the reflection session following lunch, faculty recognized and articulated the learning gained. There were shifts in general perceptions of the elderly, and increased understanding of a heightened recognition of the rich store of knowledge and wisdom possessed by senior citizens. Faculty experienced first-hand the impact of service-learning.

**Interdisciplinary Service.** Faculty from dissimilar programs rarely have opportunities to talk with each other, let alone collaborate on curricular projects. The Service-Learning Seminar provided a novel idea for a cross-curricular service-learning project at Hocking College. Faculty from the Backcountry Horsemanship Program and the Nursing Program both are concerned about the need for their students to learn more about child development and how to work with children. The results of their discussion is a potential summer project during which Backcountry Horsemanship students will teach young campers (some of whom might be physically or developmentally challenged) basic principles of horsemanship. The Nursing students will assist in assuring the safety and well-being of the children.

**CONTACT: Blaine Dabelko, Director, HOPE Project, Hocking College, 3301 Hocking Parkway, Nelsonville, OH 45764, phone: 614-753-3591, fax: 614-753-4097, e-mail: DABELKO@OUVAXA.CATS.OHIO.EDU**

**Service-Learning in Unexpected Places.** A quality service-learning program encourages the development of traditional concepts and values of community, education, and responsibility. At the same time, a program is expected to be innovative and to re-define relationships and patterns of behavior--between service and learning, teacher and learner, provider and recipient. Johnson County Community College (JCCC) has introduced service-learning into expected courses (sociology, environmental science) and anticipated community service locations (schools, nursing homes, recycling centers). However, by offering innovative or creative placements, JCCC has also challenged stereotypes of volunteerism (who volunteers, what they do, where they do it, and what they gain) that may have a limited impact. Two examples: Commercial Art students in Layout II designed posters for Harvesters, Kansas City's community food bank. Harvesters reviewed a selection of well-designed graphics from new, enthusiastic artists; the instructor offered a project with real, rather than contrived clients and specifications; and students gained valuable professional experience. In Technical Writing, students fulfilling an honors contract wrote brochures for an environmental organization and newsletters for a nursing home, thus developing their own skills and making a documented contribution to the community.

**CONTACT: Marcia Shideler, Volunteer Coordinator, Johnson County Community College, 12345 College Blvd., Overland Park, KS 66210-1299, phone: 913-469-8500, ext.3570; fax: 913-469-4474, e-mail: shideler@cccnet.johnco.cc.ks.us**

**Career Exploration--Heating, Ventilation, and Air Conditioning (HVAC) Technology.** Partnering with local HVAC technicians and students from two vocational/technical high schools, GateWay Community College (GCC) students help service and/or repair evaporative coolers at the homes of elderly and low-income participants. The elderly citizens are identified by a local non-profit agency in the metro-Phoenix area. HVAC students can practice their technical and communication skills while providing the participants with a comfortable environment.

**Career Exploration/Campus Involvement--Nursing.** Students partner with pre-nursing participants (those who have been accepted and are awaiting placement in the program) to provide service to a school for homeless children, a teen parenting program, and a senior citizen center. Classroom instruction is supplemented with on-the-job training at local participating agencies. The service-learning experience enables students to clarify and/or expand their career options while providing health screenings and preventative health care services to low-income, underserved clients. All student participants are encouraged to join and become active in the Student Nurse Association.

**Interdisciplinary Training and Reflection.** Besides tutoring math deficient children at a local elementary school, GateWay Community College (GCC) math students participate in weekly training and reflection sessions conducted by a multidisciplinary team: math faculty member (who coordinates the service-learning activity), director of the Learning Assistance Center (who conducts tutor training), a child development instructor (who facilitates discussion related to growth and development), and the school principal (who facilitates discussion related to school issues). There was a positive impact overall: improved math scores for both college and elementary school students.

**CONTACT: Fred W. Gaudet, Jr., GateWay Community College, 108 North 40th Street, Phoenix, AZ 85034, phone: 602-392-5176, fax: 602-392-5329, e-mail: gaudet@gwc.maricopa.edu**

**Service Learning Courses.** The Center at Mesa Community College (MCC) serves as a site to coordinate service-learning opportunities by maintaining and developing partnerships between the college, student, and community. This program offers two separate models of service-learning: it coordinates the independent modules and provides reflective sessions which focus on linking student learning in specific sites to broader community and policy issues. The Center also works closely with faculty to promote the integration of service-learning into existing classes.

**Independent Modules.** A MCC student can register for 1, 2, or 3 credits a semester. These courses are a blend of academic study and community service under the supervision of a faculty member within the discipline; core requirements include 50 hours of volunteer contact hours per credit hour, a learning plan, a reflective journal, an analytical paper and attendance at three reflective sessions. Current service-learning opportunities are available in the following disciplines: accounting, administration of justice, anthropology, art, biology, business (includes marketing, business law, and management), business personal computing, computer information system, communication, counseling, and personal development, education, English, history, nursing, political science, psychology, reading, recreation, Spanish, sociology, social work and theater.

**In-course options.** The integration of service into existing curricula allows students as part of a given course to participate in community service in lieu of a written report, a class presentation, or a final exam. Nineteen current in-course options include: American government, Anthropology, Biology, Child development, Children's Literature, Communications, Criminal Justice Studies, Economics, Geography, Nutrition, English, Math, Political Science, Sociology, Spanish, Theater and World Politics. One sociology 101 instructor made it a requirement in the fall of 1994.

**CONTACT: Sue McAleavey, Director, Public Policy and Service, Mesa Community College, 1833 W. Southern Avenue, Mesa, AZ 85202, phone: (602) 461-7393; fax: (602) 461-7816, e-mail: McAleavey@MC.MARICOPA.EDU**

## FUNDRAISING RESOURCES

FOUNDATION DIRECTORY

New York, NY: Foundation Center, annual.

The Foundation Directory is one of the oldest and most widely used directories covering American private foundations having assets of $1 million or that awarded $100,000 or more in grants during the preceding reporting period. Each foundation listing provides the latest fiscal data plus updates on addresses and phone numbers, officers and trustees, purpose and activities, giving restrictions, types of support, contact person, application guidelines and deadlines, publication listings, and IRS number. Five additional indexes help to target foundations by subject; foundation name; geographic focus; names of donors, trustees, and officers; and types of support. The Foundation Directory also provides an extensive overview on foundations in general, recent trends in giving, and a glossary of key terms.

FOUNDATION DIRECTORY, PART 2

New York, NY: Foundation Center, biennial.

A companion volume to the Foundation Directory focusing on mid-sized foundations -those with total grants between $25,000 and $100,000. The first edition includes essential data on 4,200 foundations along with over 25,000 recently awarded foundation grants made by them. Immediate access to foundation entries is facilitated by five indexes organized by: city and state; donors, officers, and trustees; types of support; foundation names; and over 200 specific subject areas.

NATIONAL DIRECTORY OF CORPORATE GIVING

New York, NY: Foundation Center, biennial

The most comprehensive directory on corporate giving available. Profiles over 1,200 corporate foundations and 500 direct corporate giving programs, including those of 309 Fortune 500 Industrial, 202 Fortune 500 Service, and 397 Forbes 500 companies. Included in each corporation entry is information on subject areas of giving; sample grant recipients; financial data on average, high, and low dollar awards; policies regarding giving program; and application guidelines and procedures. Indexes are provided by names of key personnel, subject areas of funding, geographic locations, types of support preferred, types of business, and names of corporations, their foundations, and their direct giving programs. Additional features include an essay on the state of corporate charity today, an extensive bibliography for further research, and a useful guide to corporate fundraising techniques.

FEDERAL REGISTER

Office of the Federal Register.
Washington, DC: US Government Printing Office, daily except for weekends and national holidays.

The official source for all rules and regulations published by federal agencies, over 60,000 pages a year, as well as agency notices concerning new grants, changes in grant programs, etc. Grant seekers usually prefer to have someone else scan the Federal Register for them; see various newsletters such as Federal Grants & Contracts Weekly, Federal Research Report, the Grants Advisor, etc.

ANNUAL REGISTER OF GRANT SUPPORT: A DIRECTORY OF FUNDING SUPPORT

Wilmette, Il.: National Register Publishing Company, annual.

Long known for its value to scholars and researchers, the ARGS also assists non-profit groups and other institutional applicants, allowing them to identify a wide variety of grant support programs available from government agencies, public and private foundations, corporations, community trusts, unions, universities, educational and professional associations, and special interest organizations. Each Program description includes information on type, purpose, and duration of the grant; amount of funding available; eligibility requirements; number of applicants and recipients; representative awards; application instructions and deadlines; contacts; and the organization's areas of interest. It also provides an overview of grant-making entities and a chapter on program planning and proposal writing.



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***"Sometimes service-learning has an impact that was never planned, reminding practitioners of the power of personal connections and how they can change the climate within the community."***

Each day as I drive to work, I pass the same signs, homes, fields, fences, and people. Sometimes, as I cruise along my mind is focused on the day ahead and other mornings, I ponder who lives in the homes I am passing. Are they happy? Rich? Old? Mean? Lonely?

This past year we had an Intergenerational Fair for the entire community. Our students were the hosts and organized the entire event. Over 1,000 people participated and everyone had a super time. Two days after the fair, I got a call from one of the elders who had attended our event. "Dana, may I come to visit your campus? Some of my friends would like to come with me." I said, " Yes, of course." When they arrived I gave them a tour. They told me they had been wondering about the college for the past 17 years - the amount of time they had lived next door to the institution. In all that time they had never stopped in or felt safe exploring the campus.

You see, these elders are White and I work at a tribal college. Until the Intergenerational Fair they had no connection or link. Just a big dose of curiosity. Now they have their own answers about their neighbors and so do I.

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The Maricopa Community College District abides by all state and federal EEO non-discriminatory regulations in its employment practices and activities as well as student admissions and teaching.

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